

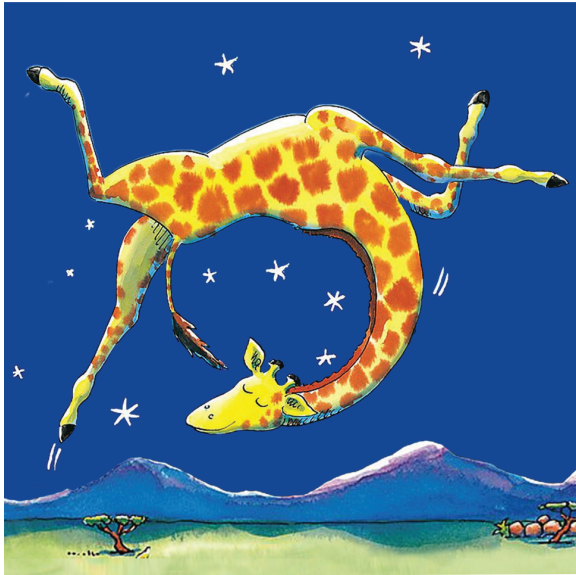


St. Louis Symphony  
Orchestra

stéphane denève : music director

# tiny tunes: giraffes can't dance

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## Tiny Tunes Concert Overview

This 30-minute interactive concert is specifically designed for students aged 3-6 and is a great first introduction to orchestral music. When you gather to experience the virtual concert, be sure each student has a scarf, ribbon, or small piece of fabric.

### Prepare your Students to Participate in the Concert

**During the concert, students will:**

**Play a game about musical emotions.** Music can make us feel many different emotions. During the concert, students will be invited to share their feelings using scarf movements. They'll turn their scarf into a smile if they think the music is happy, dab at their teary eyes if they think the music is sad, and hide behind their scarf if they think the music is scary. (See Lesson 2 on page 6.)

**Move their bodies and scarves to accompany a story.** Practice moving expressively with scarves. (See Lesson 3 on page 9.)

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SLSO Early Childhood Programs are presented by **Ameren**.

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## Lesson 1: Take a Bow

**Description:** Students engage with the story of *Giraffes Can't Dance* as they explore the emotions of its main character. They make connections between the story and their own experiences as they describe a time they learned to do something that was hard at first. Students' expressions of their own experiences can then be turned into a song.

**Objectives:** Students will

- Participate in story time and connect with the story of *Giraffes Can't Dance*.
- Discuss the emotions of the story's main character and make connections to their own experiences.
- Use drawing and/or writing to share their own accomplishments.
- Extension: Sing letters in rhythm as they read them and follow the cues of the teacher to play body percussion or non-pitched percussion instruments.

### Missouri Early Learning Standards

Social-Emotional Development	I.A
Language and Literacy	I.A, II.A, III.A
Expressive Arts	I.A, II.A

**Materials:** A *Giraffes Can't Dance* book, one "Take a Bow" worksheet (page 5) per student, crayons or other drawing implements, printed "**Spelling Emotion Cards**" (optional), one non-pitched percussion instrument per child (optional).

### Procedure:

- Ask students to think of a time when they felt happy, a time when they felt sad, and a time when they felt frustrated. Invite students to share their answers.
- Explain that in the story they are about to hear, the main character – Gerald the Giraffe – feels all of those same emotions. Invite students to listen for the moments in the story where Gerald might feel happy, sad, or frustrated.
- Read *Giraffes Can't Dance* aloud to your students. Be sure to use facial expressions and vocal changes to match the emotions that students are listening for.
- At the end of the story, demonstrate for students what it means that Gerald "took a bow." Invite them to stand up and take a bow.
- After the read-aloud, ask students to describe or point to places in the book where Gerald felt happy. Repeat for sad and frustrated.



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- Lead students to the conclusion that Gerald felt frustrated when he couldn't dance; he felt sad when his friends made fun of him; and he felt happy when he learned that he could dance!
- Ask students if, like Gerald, they ever became good at something that was hard at first. How did they become better at something that was difficult? Did somebody help them? How did it make them feel to get better at something that was difficult?
- As students share things that they feel they have become good at, affirm their responses, and ask them to stand up and take a bow.
- Distribute "Take a Bow" worksheets and drawing implements. Invite students to draw a picture of something they are good at, something they are proud they can do, or something that makes them happy when they do it.
- As they are drawing, spend time with each student hearing about their drawing and transcribing their words onto the worksheet under the picture.
- When all worksheets are complete, they can be displayed in the classroom or made into a book to be added to the classroom reading area.

**Extension:** Turn the students' words into a song using the melody of the popular children's song "Bingo." First, sing about Gerald's experience:

**Gerald the Giraffe has learned to dance  
And that makes him happy!  
H-A-P-P-Y, H-A-P-P-Y, H-A-P-P-Y  
And that makes him happy!**

Then write new verses to the song using the things the students described on their "Take a bow" worksheets. For example:

**Carlos learned to tie his shoes  
And that makes him happy!  
H-A-P-P-Y...**

**Elizabeth can write her name  
And that makes her happy!  
H-A-P-P-Y....**


To reinforce the letters being sung, write H-A-P-P-Y on a white board or print the "Spelling Emotion Cards" (with the emojis on one side and the letters on the other) and hang them at the front of the classroom. This song can then be sung like the original "Bingo" song, where each successive sung letter is replaced with a clap (or a sound from a non-pitched percussion instrument.) If you're using the "Spelling Emotion Cards," flip the letters to the emoji side to signify when the letter is replaced by a clap. This may be difficult for some



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young children. You can modify the activity by having students whisper the letters instead of keeping silent and/or inviting them to clap or play an instrument on every letter instead of just the silent ones.

“Spelling Emotion Cards” for other emotions have been provided as well. You can use these along with the “Bingo” song to explore times when students have felt angry, lonely, and silly.

## **Evaluation:**

Observe students:


- Do students listen attentively and with purpose during story time?
- Do students use spoken language and drawing to connect an event from their life with emotions from a story?
- Extension: Do students sing letters in rhythm when the teacher points to those letters? Do students play instruments on cue as they read the patterns on the cards?



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## Lesson 1: Take a Bow

**My name is:** \_\_\_\_\_

**I am really good at:**

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## Lesson 2: Gerald's Emotions

**Description:** Students identify emotions in the story and illustrations of *Giraffes Can't Dance*. They then listen to music and move expressively towards “Emotion Cards” hung in different areas of the classroom that display words and illustrations of different emotions.

**Objectives:** Students will

- Analyze the emotions of the main character in the story *Giraffes Can't Dance*.
- Express emotions through music and movement.
- Demonstrate an understanding that music can convey emotion.

### Missouri Early Learning Standards

Approaches to Learning	I.C
Social-Emotional Development	I.A
Language and Literacy	I.A, II.A
Physical Development	I.A, I.C
Expressive Arts	I.A

**Materials:** One set of printed “**Gerald Emotion Cards**”; a device to play recorded music; one scarf (or ribbon or piece of fabric) per student.

**Listening Examples:** Below are some musical selections from *Carnival of the Animals* to start with. But any music can work for this activity.

Composer	Piece/Movement	Emotion
Camille Saint-Saëns	<b><u>The Elephant</u></b>	Happy
	<b><u>The Cuckoo in the Deep Woods</u></b>	Sad
	<b><u>Characters with Long Ears</u></b>	Scary



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## Procedure:

- Hang each “Gerald Emotion Card” – Happy, Sad, and Scary – in a different area of your space.
- Read *Giraffes Can't Dance* aloud to your students. Begin with students seated in a circle in the usual space you do read-alouds. Read starting at the beginning of the book in a central location away from where you've hung the “Emotion Cards.”
- Pause when you get to “But when he tried to run around, he buckled at the knees.” Ask students how they feel when they fall or when they can't do something they want to do. When they answer sad (and they can certainly suggest other emotions as well), ask the class to stand up and follow you to the “Sad Emotion Card.” Observe the card, notice the word “Sad.” Have students sit down and continue reading the story, pausing frequently to make note of Gerald's emotion.
- Read until you get to “Then Gerald felt his body do the most amazing thing!” Pause and ask students how they think Gerald is feeling now. When they answer “happy” (and they can suggest other emotions as well), ask the class to stand up and follow you to the “Happy Emotion Card.” Observe the card, notice the word “Happy.” Have students sit down and continue reading the story, pausing frequently to make note of Gerald's emotion.
- When the story is over, return to your central location away from the emotion cards. Distribute scarves to each student. Show them how you can use your scarf to show emotion. Some ideas you can model are:
  - » If you're happy, you can hold one end of the scarf in each hand, put your hands up by your ears, and let the scarf hang down so it looks like a smile!
  - » If you're sad, you can hold the scarf in one fist and dab it at your eyes like it is a tissue wiping away tears.
  - » If you're scared, you can hold two corners of your scarf with your fingers and hide behind the scarf. It is then fun to peek out from behind it. Show them where the “Scary Emotion Card” is hung in your space.
- Explain to students that music can sometimes sound happy, sad, or scary, and it can sometimes make us feel those emotions too. You're going to play a piece of music, and when they listen to the music they can decide if it sounds happy, sad, or scary. Once they decide how they think it sounds – and it's okay that not everyone will have the same ideas – they can use their scarves to move expressively to the Emotion Card that matches how the music makes them feel.
- Encourage students to move expressively to the tempo of the music and with motions that match the mood of the music.
- Notice that students may not all choose the same emotion for each selection of music. Tell students that it is okay to have different responses to music. Music can make each person feel different things, and there is no right or wrong response.
- Repeat with various musical selections.



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## **Evaluation:**

Observe students:

- Do students identify emotions described in a story's text and depicted in illustrations?
- Do students move with purpose towards an emotion card in response to different selections of music?
- Do students vary their movements to match their emotional response?






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## Lesson 3: Animal Silhouette Freeze Dance

**Description:** Students move expressively to different selections from *Carnival of the Animals*. When the music stops, they freeze and assume the posture of an animal illustration from *Giraffes Can't Dance*.

**Objectives:** Students will

- Create expressive movements to accompany music.
- Position their bodies to match illustrations.
- Recognize when music has stopped and respond appropriately.

### Missouri Early Learning Standards

Approaches to Learning	I.C
Physical Development	I.A, I.C
Expressive Arts	I.A, II.A

**Materials:** One printed set of “**Freeze Dance Silhouettes**” a device on which to play recorded music. To encourage expressive movement, you can distribute scarves or ribbons for each student to move with.

**Listening Examples:** You can use selections from *Carnival of the Animals* provided on page 13. But any music will work for this activity.

### Procedure:

- Begin by showing students the picture of Gerald stumbling. Ask them how they think Gerald feels in that picture. Invite students to stand up and position their bodies to match Gerald's.
- Then show students the picture of Gerald dancing. Ask them how they think Gerald feels in this picture. Invite students to stand up and position their bodies to match Gerald's.
- Introduce the freeze dance. Students should listen to the music and dance expressively, but when the music stops, they freeze. Using music from *Carnival of the Animals*, practice a few times simply freezing in any position.
- Then hold up one picture of Gerald that was previously discussed. Instruct the students that this time, when the music stops, freeze, but make your bodies copy the position of Gerald in the picture.
- Gradually introduce more pictures from the book for the students to imitate, selecting one picture each time the music is stopped.



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## **Evaluation:**

Observe students:


- Do students move to the beat and the style of the music? Do their movements change with different musical examples?
- Can students create abstract representations of visual images using their bodies?
- Do students stop their movement when the music stops?



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## Add Variety to Your Movement Activities

There's a lot of value in allowing students to express themselves in their own way while responding to music. But it's also a good idea to teach them all the different ways their bodies can move. Model for them some different ways to move that they may not have thought of yet.

### **Locomotor Movement or Non-Locomotor Movement**

Locomotor movements cause the body to travel through space. Examples include walking, running, crawling, skipping, galloping. These types of movement challenge young students to safely share space with their peers.

Non-locomotor movements do not cause the body to travel through space. Examples include swaying, rocking, squatting, doing the twist, stretching.

### **Three Levels**

Movements can happen at three different levels: High level (up above the head), Middle level (around the body's mid-section), and Low level (down by the floor). Encourage students to move beyond their Middle level and create movements that take their arms above their heads or their bodies all the way down to the floor.

### **Lead with Different Body Parts**

As you move through space with your students, encourage them to let different body parts do the leading. What would it look like if their right thumb or elbow was leading their body? How about one of their hips, or the big toe on their left foot?

### **Isolate Different Body Parts**


It's not just your hands that can perform the beat! Encourage students to isolate different body parts when they move. Can they perform the beat with just their right shoulder? Can they move just their hips? Can they keep the beat using just the muscles in their face?



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## Concert Objectives

### Students will:

1. Enjoy the experience of participating in a musical performance.
2. Experience how music can express different emotions and make a story come to life.
3. Move expressively to music.

### Essential Questions

1. How do different types of music make me feel?
2. How does music help to tell stories?
3. How can I move to different styles and tempos of music?
4. What do I enjoy most about performing?

### Themes from *Giraffes Can't Dance*:

1. Resilience
2. Growth mindset
3. Being a good friend

### Concert Vocabulary

- A **musician** is someone who makes music by playing an instrument or singing.
- An **orchestra** is a group of people who make music together and perform concerts.
- Musicians in the orchestra play lots of different **instruments**. Many of them play string instruments like the violin or bass.
- The leader of the orchestra is the **conductor**. They use a baton to tell the musicians when to start and stop, and how slow or fast to play.

### Instruments Featured at the Concert

Violin	Flute	Piano
Viola	Oboe	Xylophone
Cello	Clarinet	Glockenspiel
Bass	Bassoon	Snare Drum
	French Horn	Timpani

Learn more about some of these instruments at the [SLSO Instrument Playground Online](#).



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## Additional Resources



For more ideas to use in your classroom, visit the [SLSO Education Pinterest board](#).



Spotify users can access two playlists: [Giraffes Can't Dance playlist](#) includes selections from Tiny Tunes. And the [Early Childhood playlist](#) includes a variety of orchestral music that can be used for all sorts of activities in the early childhood classroom.

## Concert Repertoire

Composer	Piece/Movement
Black/Purvis Arr. by Adam Maness	<b><u>When the Saints Go Marching In</u></b>
Camille Saint-Saëns	<i>Carnival of Animals</i>
	<b><u>Kangaroos</u></b>
	<b><u>Introduction and March of the Royal Lion</u></b>
	<b><u>The Elephant</u></b>
	<b><u>Fossils</u></b>
	<b><u>Characters with Long Ears</u></b>
	<b><u>Hens and Roosters</u></b>
	<b><u>The Cuckoo in the Deep Woods</u></b>
	<b><u>The Swan</u></b>
	<b><u>Aquarium</u></b>
	<b><u>Finale</u></b>

## Ready Readers' Suggested Reading List

*Animal Orchestra* by Ilo Orleans

*Elmer* by David McKee

*I Like Myself!* by Karen Beaumont

*It's OK to be Different* by Todd Parr

*It's So Quiet* by Sherri Duskey Rinker

*The Tortoise and the Hare*, Aesop's Fable

*Stand Tall Molly Lou Melon* by Patty Lovell

*There's Only One You* by Kathryn Helling & Deborah Hembrook

*What I Like About Me* by Allia Zobel-Nolan

*Whoever You Are* by Mem Fox